Annual Report

Planning and Implementation Commission

1987-1988

89-05809/

ISSN 0828-296X

ANNUAL REPORT
1987-1988

The Honourable Chris Ward
Minister of Education
Province of Ontario

Dear Mr. Ward:

I have the honour to present the Annual Report of the Planning and Implementation Commission which covers the period from July 1, 1987 to June 30, 1988.

William J. McCordic
Chairman
Planning and Implementation
Commission

TABLE OF CONTENTS

Page

I DUTIES OF THE COMMISSION 3

II MEMBERS OF THE COMMISSION 4

III INTRODUCTION 5

IV COMMISSION ACTIVITIES 6

1. Board Planning Process

(a) Board Planning Model

(b) Approval Process

(c) Criteria for Approval

(d) Other Factors Relating to Implementation
(i) Access to school program and guidance information
(ii) Breadth of program and co-operation
(iii) Accommodation and facilities
(iv) Statistical information

(e) Guidelines for "En Bloc" Transfers

2. Communications and Speaking Engagements

3. Advice to Minister of Education

APPENDICES 15

A. Status on Extension of Funding for Secondary School Programs

B. Publications Issued During 1987-88

C. Meetings and Speaking Engagements During 1987-1988

D. Annual Reports of Joint Committees

E. Statement of Expenditures, April 1, 1987 - March 31, 1988

F. Register of Designated Persons

G. Statistical Summary on Implementation

I DUTIES OF THE COMMISSION

The Planning and Implementation Commission was established by Order-in-Council 2048/84 dated July 26, 1984. Its duties, prior to the proclamation of the Education Amendment Act, 1986, were established by this Order-in-Council and were to:

(a) advise the Minister in respect of specific means by which the Policy can best be implemented;

(b) receive and evaluate multi-year plans of implementation submitted to the Commission by the Roman Catholic separate school boards after consultation with the affected board or boards of education and advise the Minister of each plan that is suitable and that should qualify for funding of secondary education costs in accordance with the Policy upon implementation of the plan by the board concerned;

(c) advise the Minister concerning the matter of new or altered Roman Catholic separate school zones as limits of separate secondary school districts;

(d) advise the Minister in respect of the scope and direction of legislation required to enable arbitrations to be conducted with respect to any disputes that may arise between boards of education and Roman Catholic separate school boards concerning capital facilities needed in the implementation of the Policy;

(e) consult with The Ontario Teachers' Federation and its affiliates, the school boards, the Ontario School Trustees' Council and its member associations, and the Education Relations Commission and others to ensure that personnel matters in respect of teachers and other matters are resolved in a fair and equitable manner and advise the Minister of the results thereof.

II MEMBERS OF THE COMMISSION

William J. McCordic (Chairman)

B. Edmund Nelligan (Vice-Chairman)

Jean-Louis Bourdeau

John A. Fraser

C. Frank Gilhooly

Twyla E. Hendry

William A. Jones

T. Rosaire Léger

The Chief Executive Officer of the Commission is Robert E. Saunders. The Commission is located at 1200 Bay Street, 11th Floor, Toronto, Ontario, M5R 2A5. Telephone: (416) 963-3105.

III INTRODUCTION

The tasks of the Planning and Implementation Commission are to:

1. Supervise extension of secondary school grades, one year at a time.

2. Maintain a viable public secondary education system.

3. Ensure that teachers and other employees will be treated fairly as enrolment shifts from the public syste .

4. Promote sharing of facilities and of solutions to classroom needs which will ensure that existing stock of capital facilities is well utilized.

5. Ensure that Roman Catholic school boards offer full secondary school programs.

6. Assist school boards, both public and Roman Catholic, in dealing with issues between them relating to or arising from extension.

IV COMMISSION ACTIVITIES

In 1987-88, the Commission met on a monthly basis. From the outset, the Commission has encouraged coterminous school boards to consult and co-operate in carrying out separate school extension, thus minimizing any possible negative impact upon the quality of the public secondary education system and the social fabric of Ontario.

1. Board Planning Process

Principle

Decisions should be based upon plans developed locally through co-operation with all concerned parties.

(a) Board Planning Model

(i) Separate school board completes Board Plan and shares information with local board of education before submitting it to the Commission. Evidence of local planning and co-operation highlighted.

(ii) Board of education completes Impact Statement and shares information with the local separate school board before submitting it to the Commission. Evidence of local planning and co-operation highlighted.

(b) Approval Process

(i) Data on Board Plans and Impact Statements are validated as to accuracy and completeness in Ministry of Education regional offices. The information is supplied to the Commission.

(ii) Commission staff analyse Board Plans and Impact Statements to ensure compliance with criteria.

(iii) The Chief Executive Officer of the Commission communicates with separate school boards indicating areas in which the Board Plan fails to meet criteria or information requirements.

IV COMMISSION ACTIVITIES

1. Board Planning Process

(b) Approval Process (cont'd)

(iv) Separate school boards supply revisions to their Board Plan as required. Step (iii) may have to be repeated.

(v) The Commission reviews the Board Plan and makes a recommendation to the Minister of Education on each board which has submitted a Plan.

(vi) The Minister of Education communicates approval or rejection of a Board Plan to the individual separate school board.

Where a Plan is rejected in whole or in part by the Commission, reasons for the rejection will be stated in the recommendation to the Minister and the Board advised of the Commission's recommendation.

(vii) Separate school boards which have completed the extension process but which have additional or new requests for programs are required to complete a Plan: New Requests for Secondary School Extension document. The approval process described in (b) is observed for these requests. A complementary Impact Statement: New Requests for Secondary School Extension is to be prepared by the coterminous board(s) of education.

N.B. Plans may be approved in whole or in part and may also be subject to conditions or limitations.

(c) Criteria for Approval

Subsection 136-v. (2) of the Education Act, as amended, sets out the criteria by which the Commission is to assess the Plans for Secondary School Programs.

IV COMMISSION ACTIVITIES

1. Board Planning Process

(c) Criteria for Approval (cont'd)

136-v. (2) The criteria are that the method,

(i) must permit the Roman Catholic school board to provide viable secondary school education;

(ii) must promote the best interests of public education in Ontario;

(iii) must ensure the viability of the secondary school program offered by the public board especially in single secondary school communities; and

(iv) must ensure, in a community that has only one secondary school operated by a public board, that the secondary school will continue to be operated by the public board despite the election to provide secondary education by a Roman Catholic school board having jurisdiction in the community, unless the public board decides otherwise.

(d) Other Factors Relating to Implementation

In addition to the criteria set out in the Education Act in subsection 136-v. (2), the Commission has identified a number of other factors to be considered. These factors are aspects of the best interests of public education in Ontario.

(i) Access to school program and guidance information

The will of the Legislature in Section 136-o. of the Education Act is clearly that pupils from each elementary school system should have the right to attend a secondary school operated by the other system. This intent will be frustrated unless pupils in their final year or years of elementary school, and their parents, have opportunity to learn what the secondary schools open to the pupil have to offer.

IV COMMISSION ACTIVITIES

1. Board Planning Process

(d) Other Factors Relating to Implementation (cont'd)

(i) Access to school program and guidance information (cont'd)

All school boards will make provision to ensure that information about the schools and programs offered by the coterminous/coextensive boards is available in their elementary schools and that pupils and their parents have access to the guidance or other appropriate personnel of the coterminous/coextensive board. Before option sheets are completed for the 1988-89 school year and for each year thereafter, all separate and public school boards are required to:

1) distribute materials on program offerings available in the secondary schools of the other system to each grade 8 pupil and his/her parents in the local elementary schools of the board;

2) inform grade 8 pupils and their parents about how to contact guidance personnel in the secondary schools of the other system;

3) ensure access of guidance personnel from the other system to grade 8 pupils by:

- allowing guidance personnel representing the secondary schools in the other system to have access to all the grade 8 pupils in the elementary schools within the attendance area to discuss program options available in these secondary schools and to distribute relevant materials; or

- arranging information sessions to which grade 8 pupils and their parents in the other system are invited to attend to receive information from guidance personnel about program offerings available in the secondary schools of the board; or

- another method jointly agreed to by coterminous boards

IV COMMISSION ACTIVITIES

1. Board Planning Process

(d) Other Factors Relating to Implementation (cont'd)

(ii) Breadth of program and co-operation

The Commission believes that a comprehesive secondary school program should be available to all young people in the province of Ontario. It is recognized that the total secondary school age population in a community may limit the range of courses available, but the Commission believes that coterminous school boards should work together to maximize the program opportunity for young people.

The majority of young people will not go on to post-secondary education, but will enter the work force upon completion of their schooling. The programs available to pupils in secondary schools should recognize this reality. Schools can provide learning experiences of the kind suggested in OS:IS, section 1.4 and ensure that these young people have had an opportunity to learn some of the life skills such as those in OS:IS, section 2.9. Many of the courses in the Business Studies and Technological Studies guidelines are excellent vehicles for these purposes.

It is recognized that these guidelines require specialized facilities and, for some courses, a heavy investment in equipment. In order to make these courses available and viable, a large secondary school enrolment base is required. Co-operation between boards would provide for this possibility.

It is also clear that the implementation of the new curriculum guidelines for technological studies in the intermediate and senior divisions will involve a great deal of rethinking of present practice. Coterminous school boards would be well advised to work together in planning for future program development.

IV COMMISSION ACTIVITIES

1. Board Planning Process

(d) Other Factors Relating to Implementation (cont'd)

(ii) Breadth of program and co-operation (cont'd)

The Commission will continue, therefore, to request of boards the following:

- A policy statement concerning the board's long-term plans for a comprehensive secondary school program for all of its pupils.

- Any agreement or agreements with another board or boards for the provision of programs and services which they cannot offer themselves for their resident pupils.

(iii) Accommodation and facilities

The Commission is very concerned to avoid duplication of facilities and accommodation and to ensure that the existing stock of capital facilities in secondary schools will be well utilized. The first planning task, therefore, must be to make maximum use of existing school plants. The second task will be to facilitate co-operation between boards in order to avoid costly duplication in new construction, particularly of specialized equipment, classrooms and other facilities.

The Commission will continue, therefore, to apply the following criteria in assessing accommodation needs related to the extension of Roman Catholic schools.

- Accommodation is to be appropriate to the program provided.

- Arrangements for sharing or lease of accommodation are expected if space is available in board of education schools. Such sharing or leasing will be necessary in some circumstances.

- Where, in the foreseeable future, there is no space available in board of education schools, private schools, or separate elementary schools, provision may be made to use portables.

IV COMMISSION ACTIVITIES

1. Board Planning Process

(d) Other Factors Relating to Implementation (cont'd)

(iii) Accommodation and facilities (cont'd)

- Long-range plans and capital requirements for provision of accommodation are to be realistic in terms of the possible available permanent accommodation.

- Plans for accommodation should indicate long-term availability for use of privately-owned facilities now in use.

The Commission will offer to boards assistance and advice relating to accommodation matters.

(iv) Statistical Information

The Commission began in 1985 to monitor the statistical trends in Roman Catholic school extension and its impact. The Enrolment, Personnel and Accommodation Data document will continue to gather such information and monitor trends.

(e) Guidelines for "En Bloc" Transfers

The following guidelines should be read in connection with the provisions of the Education Amendment Act, 1986, dealing with the governance of French-language schools (Bill 75), particularly with respect to the powers given to French-language Education Councils.

(i) A separate school board which has complied with the provisions of the Education Amendment Act, 1986, for performing the duties of a secondary school board within the area of jurisdiction of the board may negotiate with its coterminous board(s) the "en bloc" transfer of an existing French-language school(s) or French-language entity(ies).

IV COMMISSION ACTIVITIES

1. Board Planning Process

(e) Guidelines for "En Bloc" Transfers (cont'd)

(ii) A separate school board may request an "en bloc" transfer and, where appropriate, receive approval for such a transfer if,

a) the separate school board and the public board, or the appropriate authority under the Education Act, enter into an agreement for the transfer of the school;

b) extensive consultation and discussion are held with the francophone community at large, and those individuals and groups having a particular interest in French-language education;

c) the separate school board has reviewed the funding issues. This should be based on the current grant plan arrangements;

d) the proposed transfer reflects the wishes of those mentioned in b) above and the FLEC's of the two boards;

e) the separate school board and the public school board enter into an agreements in respect of:

1. school building(s) according to the provisions in Ministry of Education Memorandum 1986:B7 and Amendment no. 5 to the Capital Grant Plan, 1979,

2. the purchase and/or lease of existing furniture and equipment in the school;

f) the boards agree that all affected staff are to be designated in accordance with Section 136-1 of the Education Act and the regulations made thereunder;

IV COMMISSION ACTIVITIES

1. Board Planning Process

(e) Guidelines for "En Bloc" Transfers (cont'd)

g) the FLEC's of the two boards agree on arrangements for religious education and credit courses. Many of the pupils attending French-language secondary school instructional units do so for program purposes and recognition of this fact is required;

h) the Planning and Implementation Commission recommends the "en bloc" transfer to the Minister;

i) The Minister grants his approval.

2. Communication and Speaking Engagements

The Commission has sent a number of memoranda to chairmen of school boards and their directors of education.

Some 7,000 copies per issue of the Planning and Implementation Commission Newsletter Success Through Co-operation have been sent to the following audience:

Chairmen and Trustees of School Boards
Directors of Education
Secondary Schools
Junior High Schools
Home and School Associations
Chambers of Commerce
Members of the Legislative Assembly

In addition newspaper, radio and television interviews have been given.

IV COMMISSION ACTIVITIES

3. Advice to Minister of Education

Consistent with its mandate, the Commission has provided recommendations to the Minister of Education on the following topics:

1. Compliance by boards with policy on Access to School Programs and Guidance Information.

2. Planning and Implementation Commission Annual Report (year ending June 30, 1987).

3. Accommodation needs of RCSSBs.

4. Acceleration of preparation of Regulation of support staff (Subsection 136-1.(1)).

5. Revision of space utilization and Capital Grant Plan.

6. Listing of designated persons for 1985, 1986 and 1987.

7. Suggestions regarding the future role of the Commission.

8. Recommendations regarding separate school board plans for extension were made for the following jurisdictions:

Carleton	Lambton County
Cochrane Iroquois Falls	London and Middlesex
Dufferin-Peel	Metropolitan Toronto
Durham Region	Oxford County
Essex County	Prescott-Russell
Hearst	Simcoe County
Huron-Perth	York Region

APPENDIX A

STATUS ON EXTENSION OF FUNDING FOR SECONDARY SCHOOL PROGRAMS OF ROMAN CATHOLIC SEPARATE SCHOOL BOARDS

BOARDS	GRADE LEVEL EXTENDED	
	French-Lang. Programs	Eng.-Lang. Programs
Brant		9 to 12/OAC
Bruce-Grey		9 to 12/OAC
Cardiff-Bicroft	NOT EXTENDED	
Carleton	9 to 12/OAC	9 to 12/OAC
Chapleau	NOT EXTENDED	
Cochrane-Ir. Falls	9 to 12/OAC	
Dryden	NOT EXTENDED	
Dufferin-Peel	Purchased	9 to 12/OAC
Durham	9 to 11	9 to 12/OAC
Elgin		9 to 12/OAC
Essex	9 to 12/OAC	9 to 12/OAC
Fort Frances-Rainey River	NOT EXTENDED	
Frontenac-Lennox & Addington	9 to 12/OAC	9 to 12/OAC
Geraldton	NOT EXTENDED	
Haldimand-Norfolk	NOT EXTENDED	
Halton	Purchased	9 to 12/OAC
Hamilton-Wentworth	Purchased	9 to 12/OAC
Hastings-Prince Edward		9 to 12/OAC
Hearst	NOT EXTENDED	
Hornepayne	NOT EXTENDED	
Huron-Perth		9 to 11
Kapuskasing	En bloc Transfer	Purchased
Kenora		9 to 12/OAC
Kent	9 to 12	9 to 12/OAC
Kirkland Lake	NOT EXTENDED	
Lakehead	9 to 12/OAC	9 to 12/OAC
Lambton	9 to 10	9 to 12/OAC

APPENDIX A

STATUS ON EXTENSION OF FUNDING FOR SECONDARY SCHOOL PROGRAMS OF ROMAN CATHOLIC SEPARATE SCHOOL BOARDS

BOARDS	GRADE LEVEL EXTENDED	
	French-Lang. Programs	Eng.-Lang. Programs
Lanark, Leeds & Grenville		9 to 12/OAC
Lincoln	Purchased	9 to 12/OAC
London & Middlesex	9 to 11	9 to 12/OAC
Metropolitan Separate	9 to 12/OAC	9 to 12/OAC
Michipicoten	NOT EXTENDED	
Nipissing	En Block Transfers	9 to 12/OAC
North of Superior	NOT EXTENDED	
North Shore	NOT EXTENDED	
Ottawa	9 to 12/OAC	9 to 12/OAC
Oxford	9 to 12/OAC	9 to 12/OAC
Peterborough-Victoria-Northumberland & Newcastle		9 to 12/OAC
Prescott-Russell	En Bloc transfers	
Renfrew		9 to 12/OAC
Sault Ste-Marie	9 to 12/OAC	9 to 12/OAC
Simcoe	Purchased	9 to 12/OAC
Stormont, Dundas & Glengarry	9 to 10	9 to 12/OAC
Sudbury	9 to 12/OAC	9 to 12/OAC
Timiskaming	En Bloc Transfer	Purchased
Timmins	En Bloc Transfer	9 to 12/OAC
Waterloo	Purchased	9 to 12/OAC
Welland	Purchased	9 to 12/OAC
Wellington	Purchased	9 to 12/OAC
Windsor	Purchased	9 to 12/OAC
York Region	Purchased & 9 & 10	9 to 12/OAC

APPENDIX B PUBLICATIONS ISSUED DURING 1987-88

Newsletter "Success Through Co-operation"

Indicated are dates, volume numbers and titles of articles featured in the newsletters.

January, 1988 - Vol. 4, No. 1

- William J. McCordic, the New Chairman of the Commission
- William Newnham Retires as Commission Chairman
- First Joint Use Agreement Reached in Metro Toronto
- Commission Documents for 1988-1989 Planning Cycle

April, 1988 - Vol. 4, No. 2

- Chairman's Message
- Robert E. Saunders: Appointed Chief Executive Officer of the Planning and Implementation Commission
- Sharing A School: The Amherstburg Experience
- Annual Report of Joint Committees

June, 1988 - Vol. 4, No. 3

- Sharing in Metro Toronto
- List of Leased, Shared, and Transferred School Arrangements with Roman Catholic Separate School Boards
- Demographic Profiles and their Implications on Educational Enrolments

APPENDIX C MEETINGS AND SPEAKING ENGAGEMENTS DURING 1987-88

Commission members and secretariat staff made numerous presentations during 1987-88. Third party assistance was rendered in four jurisdictions.

Organizations	Number of Meetings/Engagements
Roman Catholic Separate School Board Staff	52
Board of Education Staff	47
C.E.F.O. (Conseil de l'education franco-ontarien)	2
Regional Offices	14
Professional Development Days/Courses	3
O.I.S.E. (Ontario Institute for Studies in Education)	5
O.A.E.A.O. (Ontario Association of Education Administrative Officials)	2
O.S.S.T.A. (Ontario Separate School Trustees' Association)	1
O.S.S.T.F. (Ontario Separate School Teachers' Federation)	2
TOTAL	128

Meetings were also held with the Minister of Education and with Ministry of Education officials.

APPENDIX D ANNUAL REPORTS OF JOINT COMMITTEES

Section 136 ka(15) of the Education Act requires that a joint committee formed as a result of extension report annually upon its proceedings to the Commission.

In 1987, forty-three joint committees submitted reports. They varied considerably in length and in subject matter, with some incorporating a detailed statement by the boards and minutes of meetings and others a brief summary of issues discussed. Many reports also contained summaries of meetings held between 1984-1986. Three "nil" reports were received.

The main areas of committee discussion included: establishing protocols for the transfer of designated persons (both academic and non-academic) and for the joint use or lease of facilities; the sharing of data contained in Plans for Secondary School Programs and corresponding Impact Statements; and, negotiations surrounding the block transfer of a secondary school. Many reports noted the sharing of services, such as transportation. Shared and leased facilities now exist in over fifteen jurisdictions in the province, and cooperative sharing of services exists in many more.

Many committees reported that their initial discussions served to open lines of communication and to identify possible issues. In some jurisdictions, innovative proposals such as cooperative public purchasing and a shared school-year calendar were discussed. Long-term planning was identified as a priority in areas such as vocational education.

APPENDIX E STATEMENT OF EXPENDITURES
APRIL 1, 1987 - MARCH 31, 1988

Categories	Budget Allocation $		Actual Expenditures $
Salaries and Wages	**396,500**		**378,723**
Employee Benefits	**55,500**		**43,316**
Transportation & Communications/ Services/Supplies	**506,400**		**254,927**
Communications		8,119	
Mailing		1,049	
Travel Public Servants		20,946	
Travel Others		23,204	
Other Communications		2,999	
Rental Services		120,429	
Laundry, Janitorial		423	
Catering Functions		5,551	
Per Diems - Members		50,263	
Professional Service		9,948	
Other Services		1,009	
EDP Equipment and Supplies		714	
Furniture		20	
Food and Subsistence		77	
Office Supplies		8,896	
Books, Maps, Other Publications		1,280	
Total	**958,400**		**676,966**

APPENDIX F REGISTER OF DESIGNATED PERSONS

Subsection 136-1(12) of the Education Act requires public boards to file with the Commission each year a list of the names and positions of persons designated who have transferred their employment to the coterminous Roman Catholic school board. The Commission has established a register of all such persons names as a safeguard for those persons because of the rights granted them under Bill 30, the Education Amendment Act, 1986.

The Commission has already received from public boards the lists of names of persons deemed to be designated who transferred employment prior to Bill 30 becoming law or to the filing of the Regulation, Designation of Teachers (O.R. 71/87) and has requested public boards to submit this list each year by October 31.

APPENDIX G STATISTICAL SUMMARY ON IMPLEMENTATION JUNE 30, 1988

Secondary School Enrolment Data

Table 1

Roman Catholic Secondary Schools - Total enrolment by grade 1984 to 1987

Grade	1984	1985	1986	1987
9	23,319	26,094	26,670	29,017
10	20,216	22,117	24,436	26,391
11	13,763*	18,629	20,517	23,935
12	12,097*	12,680*	17,564	20,668
13/ additional year	7,407*	7,901*	8,260*	11,851
TOTAL	76,802	87,421	97,447	111,862

* Private

Table 2

Roman Catholic Secondary Schools - Enrolment by number of credits and grade for French as a First Language, 1987

Grade	1	2	3	4	5	Total Students
9	89	22	8	35	1,801	1,955
10	68	22	15	22	1,604	1,731
11	57	34	20	17	1,431	1,559
12	29	34	32	59	1,215	1,369
13	36	22	5	29	478	570
TOTAL	279	134	80	162	6,529	7,184

APPENDIX G STATISTICAL SUMMARY ON IMPLEMENTATION JUNE 30, 1988

Table 3

Public Secondary Schools - September, 1987

	Total	English	French
1983	554,930	531,119	23,811
1984	545,919	522,871	23,048
1985	535,964	513,589	22,375
1986	527,238	505,162	22,076
1987	520,165	502,050	18,115

APPENDIX G STATISTICAL SUMMARY ON IMPLEMENTATION JUNE 30, 1988

Statistics on the Impact of Extension of Funding for Roman Catholic Secondary Schools

Enrolment

- Enrolment in grades 9 to 13/OAC increased in 1987 by 14,415 over 1986, an increase of 14.8%. This rate of increase reflects the transfer "en bloc" of six French-language schools which occurred in 1987.

- Public secondary school enrolment declined by 7,073 pupils in 1987 from 1986, a decrease of 1.3%, a rate of decrease considerably slower than in the previous two years.

  Something more than one-half of the decrease is related to transfers "en bloc" where approximately 3,685 French-language pupils were transferred from public boards to Roman Catholic school boards.

- The shift of enrolment in 1987, excluding the "en bloc" transfers, was approximately 8,300 pupils.

Personnel

- 407 persons were designated by public boards in 1987 and their employment transferred to the coterminous Roman Catholic school board.

- Of the 407 designated persons 274 were involved in "en bloc" transfers.

- Of the 133 persons who transferred, other than "en bloc" transfers, 99 were voluntary moves.

- Of the 407 persons designated, 147 are female, 260 male.

Elementary School Impact

- Boards of education reported no visible effects in the elementary panel.